

Nursery & Primary Educational Support Guidelines

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1. Local policy for Educational Support

Support policy for the European School of Alicante, primary and nursery is based on the general document for educational support for all the European schools:

- [“Policy on the Provision of Educational Support in the European Schools- 2012-05-D-14-en-9”](#)
- [“Provision of Educational Support in the European Schools- Procedural document 2012-05-D-15-en-12”](#).

These documents are also available in French and German in the web site: <https://www.eursec.eu/en/European-Schools/studies/educational-support>

In the European school (ES) system, the provision of educational support is foreseen for **learning difficulties or differences** deemed remediable with appropriate teaching measures. Educational support is designed to make the entire curriculum accessible to pupils experiencing difficulties in one or other area of learning and who, **despite internal differentiation in class and their own best efforts**, fail to reach the standard required by the European schools' curriculum.

1.1 School Philosophy

The words expressing the essential aims of the European Schools have been sealed in parchment into the foundation stones of all the European Schools: “Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

The European School is a multilingual and multicultural environment in which the primacy of a child's mother tongue is safeguarded wherever possible. The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate diploma. Different forms and levels of support are provided, designed to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point in their schooling in order to allow them to develop and progress according to their potential and to be successfully integrated.

1.2 Communication with legal representatives

Communication with legal representatives The European Schools believe that where parents are involved in their children's education and work in partnership with the school, children achieve and thrive more. Communication between the school and the pupil's legal representatives should be open and regular. This communication is organized in accordance with Article 24 of the General Rules of the European Schools¹. It is essential that parents inform the school of any issues which could affect their child's learning progress.

The European Schools (ES) are faced with ever greater challenges as the school population becomes increasingly diverse. In order to meet the needs of individual pupils, on the basis of their early identification, teachers use a variety of differentiated teaching methods in their classrooms.

1.3 Differentiated teaching

Differentiation forms the basis of all good and effective teaching. It is essential for all pupils, not only for those requiring support. Differentiation in order to meet the needs of all pupils is the responsibility of every teacher working in the ES and should take place in the classroom.

Differentiated teaching ensures that in planning and delivering lessons teachers are aware of, and take account of the different learning styles and needs of individual pupils.

1.4 Selection of pupils for educational support – Who is it for?

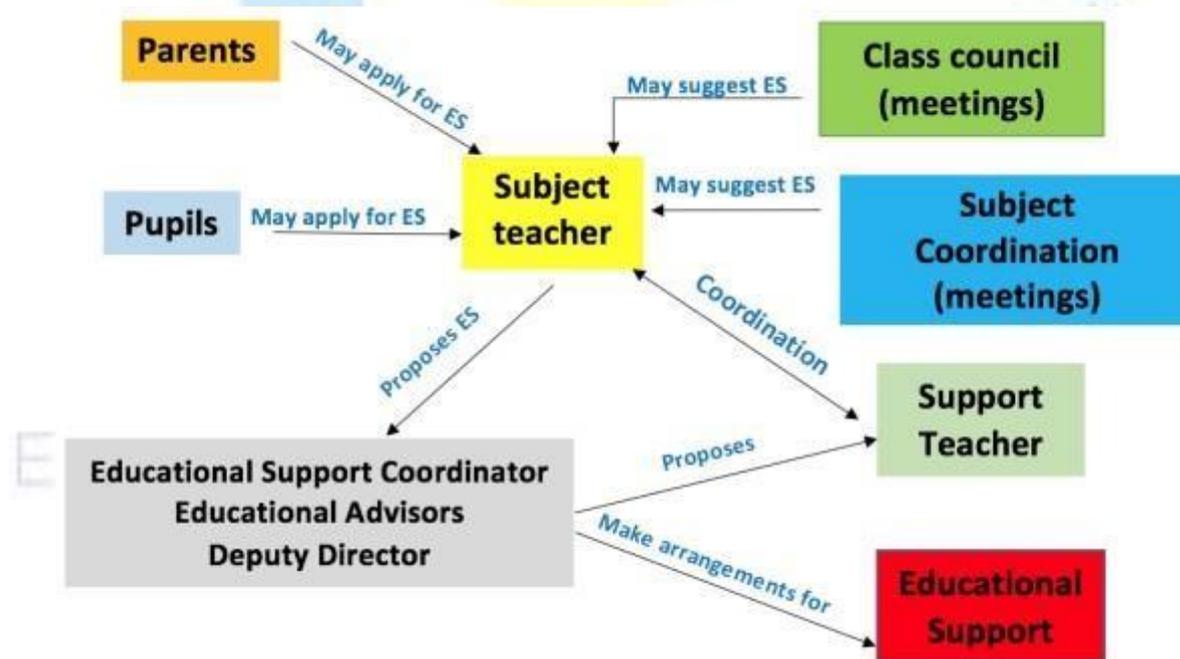
- pupils with different learning styles
- pupils studying in a language section different from their mother tongue
- pupils arriving late in the system with gaps in their knowledge or skills
- pupils with a mild learning difficulty
- pupils with a diagnosed special educational need
- gifted and talented pupils

| Support Structures | | | |
|--------------------|---------|----------|-----------|
| | General | Moderate | Intensive |
| Short-term | X | X | X |
| Medium-term | | X | X |
| Long-term | | | X |

The final class councils in June each year can propose pupils to follow support lessons for the next school year. Furthermore, at the beginning of the school year, teachers can propose that certain pupils (including new pupils to the school) follow support lessons. (These are normally medium or **long-term needs**).

For students that are experiencing serious difficulties it is possible to activate support courses during the school year.

This can also happen at any moment when a specific learning difficulty is detected. (These are normally short-term needs). Pupils themselves and parents may also discuss with the teachers the necessity of joining support lessons, as can be seen in the following figure:



1.4. Categories of educational support

1.4.1. General Support

General Support concerns any pupil who may experience difficulties in a particular aspect of a subject or who may need to 'catch up' in a given subject, for example, due to late arrival in the school or illness or because he/she is not studying in his/her mother tongue. Pupils may also need additional help with acquiring effective learning strategies or study skills. Such support is provided in or outside the classroom, to small groups (maximum 6 pupils) and it is short term (Once or twice a week).

Parents are informed by letter and a **progress report** is sent twice a year in February and June. Class teachers and support teachers together draft a **group learning plan (GLP)**, which is kept by the Support Coordinator.

1.4.2. Moderate Support

For provided for pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support.

One-to-one teaching or small groups for several sessions (3-5 hours per week).

An individual learning plan (ILP), with a detailed evaluation of progress sent to parents twice a year, in February and June.

1.4.3. Intensive Support

Intensive Support is provided to pupils showing special educational needs according to the following descriptions

A. This Intensive Support **type A** (ISA) is provided on the basis of a medical/psychological/psycho-educational and/or multidisciplinary report (view Annex II) produced by an expert, justifying the pupil's special individual needs and including the signing of an agreement between the Director and the

parents. Intensive Support is provided for pupils with special educational needs such as learning, emotional, behavioural or physical needs (see also the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15).

The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow the standard or modified curriculum. In the latter situation, the pupil accompanies his/her class with progression but without promotion to the next class and as long as this can be shown to be in the best interest of the pupil's social and academic development.

B. This Intensive Support **type B** (ISB) is provided in exceptional circumstances, and on a short-term basis only, and a Director may decide to provide Intensive Support B for a pupil without special educational needs, for example, in the form of intensive language support for a pupil who is unable to access the standard curriculum.

Note: Pupils can move from one Support category to another, as deemed appropriate by the class teacher, Support teacher and other stakeholders. It also may be possible for a pupil to have several different levels of support at the same time.

1.5. Objectives

Help pupils to overcome shortcomings in a specific subject, increase their confidence and give them a more solid foundation in skills and knowledge.

Help pupils to improve results in the subjects concerned so that their promotion to the following school year will not be jeopardized.

Increase cooperation among and between teachers and other stakeholders.

Introduce the use of virtual learning platforms to help support pupils' learning.

Keep parents regularly informed of pupils' progress.

1.6. Special provision for gifted and talented pupils

A gifted and talented student is a pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

Teachers should nominate pupils in this category based on classroom observation, work scrutiny

and test scores.

Again, differentiation should be the first step in catering for these children, by:

- The provision of enrichment or extension activities and tasks **in class**
- Opportunities for children of similar ability to work together (possibly across different age groups)
- Differentiated homework and independent study

2. Specific language learning difficulties

The school has the possibility of giving support to those pupils whose mother tongue or previous language of instruction does not coincide with that of the section they are enrolled in.

Support can be given for two purposes: either to maintain their mother tongue or to facilitate their integration in the new L1 and/or L2.

L2 This program is aimed at supporting pupils who are weak in L2, or had a different L2 prior to arriving at the school. It is available to pupils from Year 3 Primary.

3. Local organization of educational support

3.1. Role of the Deputy Director of Primary

The Director will nominate a support coordinator and provide an appropriate budget, time, and assistance for the coordinator to undertake his/her tasks. He/she will have regular, informative meetings with the coordinator.

The Director will attend advisory meetings to ascertain a pupil's need for intensive support.

He or she will approve, by signature, all progress evaluations and communications regarding the commencement or termination of a pupil's educational support.

He or she will take responsibility for the storage of Support documents to ensure confidentiality.

3.2. Role of the support teacher

The support teacher is **in constant communication with the class teacher** in order to help the pupil catch up in the areas in which she / he shows weakness. In this sense, the support teacher must carry out continuous observation and assessment of the pupils.

The support teacher:

- will use appropriate differentiated teaching methods
- will undertake detailed observation and assessment
- will decide on the most appropriate teaching strategies for the pupil, in consultation with the class or subject teacher and any other professionals working with the pupil
- will write a GLP for the group receiving General Support and an ILP for each pupil in cooperation with the class/subject teacher
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process
- will evaluate the pupil's progress
- will keep records of achievement in order to have accessible information when needed
- will liaise with parents about the child's progress and needs

3.3. Role and tasks of the Support coordinator

The Director/Deputy Director will appoint one or more support coordinators. The purpose of coordination in the schools is to organise and implement the educational support policy successfully and efficiently.

Such coordination will include:

- assisting the Director/Deputy Director in providing educational support
- liaising on educational support between cycles

- harmonising educational support provision within and across language sections
- identifying needs for in-service training in the educational support area
- playing an active part in organising educational support in-service training
- compiling support data
- keeping a record of all pupils receiving General, Moderate or Intensive Support
- keeping and storing confidential documents, GLPs and ILPs in line with privacy regulations.
- recommending, in consultation with other professionals, working with the pupil(s) when there is no further need for educational support
- acting as a contact point for parents, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs
- contributing to harmonisation of educational support within the ES system

3.4. Role of the Class Teacher

The class teacher will identify children at risk of failing and inform the Support coordinator that support is needed, at any time in the school year, but particularly in the class councils in June.

He/she will liaise with parents and other stakeholders in all aspects of the educational support, evaluation and assessment.

He/she will work together with the support teacher to draft an appropriate learning plan (see 4.2. above), assess pupils' progress in educational support and decide if and when a pupil should be moved from one support category to another, or, indeed, removed from educational support.

3.5. Role of the Support Assistant

The Support assistant is allocated pupils with specific learning difficulties, receiving intensive educational support. This is for specific help, agreed in the advisory meeting when the need

for intensive support is agreed, to include one-to-one help in the classroom, assistance and supervision in sport and other practical lessons, such as art and music, and in the dining room. Some pupils will need assistance in orientating themselves in the school building, organizing their schoolbags and personal possessions.

Support assistant have an important role in supporting pupils and in the work done by the teachers. The assistant's role includes good communication skills, flexibility, patience, self-initiative and discretion. If, for some reason, an assistant is not present, the pupil will be integrated into the class.

3.6. Role of the Parents

Parents will play an active role in maintaining contact with their child's teachers. Parents will make any relevant information available to the school on admission or during the school year.

When parents decide to refuse the educational support proposed by the school, they will inform the school of their decision in writing. Parents may ask for an appointment with a particular teacher to discuss the progress of their child, and will receive an evaluation of the child's progress in February and June.

3.7. Therapists

There might be pupils whose development and learning needs require special support given by paramedical auxiliary staff (essentially speech therapists and psychomotor therapists). The provision will be organized on the basis of a tripartite agreement.

The schools role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor pupils development through meetings of the Support Advisory Group.

Paramedical auxiliary staff provides services and is paid directly by parents. Only for attendance at each meeting of the Support Advisory Group, at the school's request, will the member of the paramedical auxiliary staff receive a flat-rate payment made by the school.

3.8. Role of the Support Advisory Group

The Support Advisory Group is a Multi-professional group at the school's level which assesses the requests and documentation for Intensive Support and gives its advice to the Director for decision-making; the composition of the group is presented in Annex 1.

Procedure for admission in Intensive Support

- 1) The support coordinator contacts the pupil's legal representatives and requests documentation so that a meeting of the Support Advisory Group can be held
- 2) Pupil's legal representatives will provide the Support Advisory Group with a medical/psychological/psycho-educational/multidisciplinary report.
- 3) In the case of a pupil who may require Intensive Support A, the Director will decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the child's needs
- 4) All the Director's decisions about admission into Intensive Support will be made taking into account the proposals of the Support Advisory Group.
- 5) The Support Advisory Group will be informed of the conclusions of medical/psychological/psycho-educational/multidisciplinary reports.
- 6) This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.
- 7) When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs.
- 8) In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account.

Advisory Group Meetings

- 1) The support coordinator arranges the meetings.

- 2) If necessary, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to evaluate and/or amend the Intensive Support Agreement.
- 3) The Support Advisory Group meeting is held to discuss how best to meet the pupil's needs and to advise the Director on the arrangements to be put in place.
- 4) The Support Advisory Group meeting is chaired by either the Director or his/her delegate.
- 5) The support coordinator prepares the minutes of the Support Advisory Group meeting and the Intensive Support Agreement for signing by the Director and the pupil's legal representatives.
- 6) The secondary support coordinator and the future secondary class teacher attend the Support Advisory Group meetings for the P5 classes and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year.

3.9. Duration and general characteristics of the lessons

In principle, most of the courses are planned as all-year-round courses (**long-term or medium-term needs**) at the beginning of the school year and are subject based. However they may be discontinued if the intervention is deemed successful and therefore no longer required. Stakeholders decide.

In particular circumstances, a pupil may be recommended for only a few lessons / workshops (**short-term needs**). These are specific educational support actions focusing on a clearly defined problem or on the revision of some specific subject matter.

3.10. Progress, assessment and promotion

Principles of assessment and promotion Assessment of pupils receiving support and appeals procedures follow the regulations set out in Chapter IX of the General Rules of the European Schools. In accordance with Article 57(a) and with Article 61 of the General Rules of the European Schools, all decisions concerning promotion to the year above are taken by the Class Council.

Educational Support aims at enabling the pupil to reach the levels of performance as required for all pupils. A pupil benefiting from a modified curriculum in order to meet his/her needs will be promoted only if he/she meets the expected requirements for his/her study level as defined in the General Rules of the European Schools and in the assessment criteria of the different subjects.

If a pupil is not promoted, he/she may progress with his class group for as long as this is beneficial to the pupil's social and academic development. In that case, this is referred to as progression without promotion. From a formal point of view, the pupil who progresses without promotion remains 'non-promoted' (for example, with a view to integration into another school system).

Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if he/she shows that the minimum requirements for his/her study level have been met.

4. Documents for Educational Support

According for the regulations the following documents have to be filled in:

- Intensive Support Agreement:
 - The Intensive Support Agreement is a formal, signed agreement between the school and the pupil's legal representative which requires the opinion of the Support Advisory Group on special support measures which may require an additional budget
 - Filled in by the Educational Support Coordinator in collaboration with the Advisory Group
- Individual Learning Plan for Moderate Support:
 - Any pupil receiving Moderate support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching methods and measurable targets, set within a given time-frame.
 - The educational support coordinator creates and share (in OneDrive Office365) the templates with the teachers involved in each Support Course (Class Teachers, Support Teachers and Subject teachers of the support courses)
 - The Subject and Support teachers are required to fill in the ILP.
- Individual Learning Plan for Intensive Support:

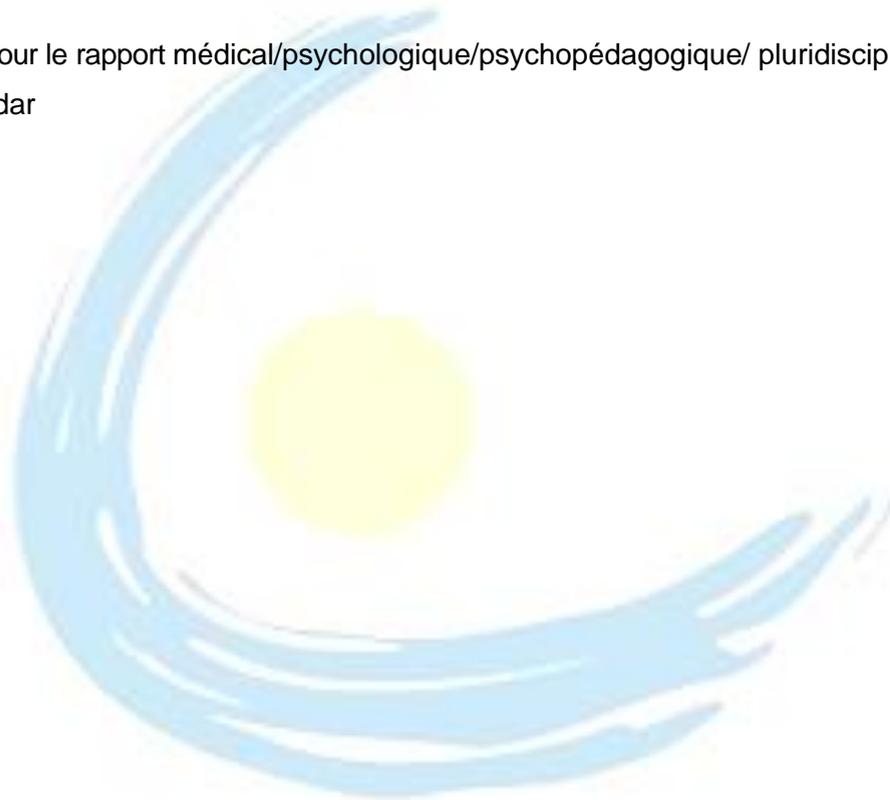
- Any pupil receiving Intensive support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching
 - The educational support coordinator creates and share (in OneDrive Office365) the templates with the teachers involved in each Support Course (Class Teachers, Support Teachers and Subject teachers of the support courses)
 - The Subject and Support teachers are required to fill in the ILP.
 - An ILP is reviewed annually and approved by the Support Advisory Group (Intensive Support: A) or by the Class Council (Intensive support: B).
- Group Learning Plan for General Support
 - Group Learning Plan: A GLP is written by the support teacher with the collaboration of the class/subject teacher for any group created to give General Support to pupils. It includes learning objectives, methods of teaching, targets and criteria for evaluating success
 - The educational support coordinator creates and share (in OneDrive Office365) the templates with the teachers involved in each Support Course (Support Teachers and Subject teachers of the support courses)
 - The Subject and Support teachers are required to fill in the ILP.

5. Procedure to enable transfer to schools outside the system of the European Schools

The European School Alicante works together with the students, their families and the school or educational system that will receive the student. The European School Alicante is committed to strengthen further the cooperation between the School and the hosting Member State/Municipality and the local schools, providing information, certificates of attendance and school reports and by organize regular meetings with the stakeholders. Concerning the leaving certificate for students with modified curriculum who are not promoted but progressed, the European School Alicante tries to find a curriculum based on the objective to prepare him/her for a smooth transition for a different educational response. The experience and good practice shows that our students easily adjust to their new school and/or pass the exams needed to enrol on a new educational solution.

6. Annexes

1. Table of the members of the Support Advisory Group
2. Criteria for the medical/psychological/psycho-educational/multidisciplinary report
2. DE: Kriterien für das medizinische/psychologische/psycho-pädagogische/ fachbereichübergreifende Gutachten
2. FR: Critères pour le rapport médical/psychologique/psychopédagogique/ pluridisciplinaire
3. Support Calendar



Escuela Europea de Alicante

Annex 1:

Annex 1: Table of the members of the Support Advisory Group

| Support Advisory Group | |
|---|---|
| Nursery and Primary | Secondary |
| Chair: Director or his/her delegate | Chair: Director or his/her delegate |
| <i>Where appropriate, the school may request the assistance of the Support Inspector for the Nursery and Primary cycle or of the inspector of the pupil's nationality or of the inspector of the school's host country.</i> | <i>Where appropriate, the school may request the assistance of the Support Inspector for the Secondary cycle or of the inspector of the pupil's nationality or of the inspector of the school's host country.</i> |
| Teachers <ul style="list-style-type: none"> • class teacher • other teachers involved (where appropriate) • L1 teacher • support teacher • support coordinator | Teachers <ul style="list-style-type: none"> • class teacher • teachers of the subjects concerned (where appropriate) • L1 teacher • support teacher • support coordinator • cycle coordinator (where appropriate) • educational adviser (where appropriate) |
| Specialists: <ul style="list-style-type: none"> • school doctor (if necessary) • school psychologist (if necessary) • other specialists (if necessary) | Specialists: <ul style="list-style-type: none"> • school doctor (if necessary) • school psychologist (if necessary) • other specialists (if necessary) |
| The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist. | The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist. |
| Liaison between two teaching levels: <ul style="list-style-type: none"> • the primary teacher, where appropriate, to liaise when the child moves up to the primary • one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary | Liaison between two teaching levels: <ul style="list-style-type: none"> • the primary teacher, where appropriate, to liaise when the child moves up to S1 |

Annex 2: Criteria for the medical/psychological/psycho-educational/multidisciplinary y report: (Intensive Support pupils and Special Arrangements S1-S5 and S6-S7)

- Be legible, on headed paper, signed and dated
- State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil
- Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis
- Report for learning disorders need to describe the pupil's strengths and difficulties (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
 - Report for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- All reports need a summary or conclusion and stating the accommodations required as well as where appropriate, recommendations for teaching/learning for the school's consideration.
- This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.
- For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should not be dated earlier than April S3 and not later than April S5.
- Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils etc.) the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.
- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.
- If not written in one of the working languages, be accompanied by a translation into French, English or German

In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required. For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational/multidisciplinary report will be required.

Annex 2 (DE)

Kriterien für das medizinische/psychologische/psycho-pädagogische/fachbereichübergreifende Gutachten:

(Intensive Unterstützung und Sondervorkerungen für S1-S5 und S6-S7)

- Das Gutachten wurde gut lesbar auf einem Briefbogen mit Briefkopf erstellt, unterzeichnet und datiert;
- Es enthält den Titel, Namen und die beruflichen Referenzen des(der) Sachverständigen, der(die) die Auswertung und Diagnose des Schülers gestellt hat.
- Durch das medizinische, psychologische, psycho-pädagogische oder fachbereichübergreifende Gutachten werden ausführlich die Art der medizinischen oder psychologischen Probleme des Schülers sowie die zu deren Diagnose verwendeten Tests und Techniken.
- Gutachten für Lernschwächen müssen eine Beschreibung der Stärken und Schwächen (kognitive Bewertung), deren Auswirkungen auf den Lernprozess (schulische Belege) sowie der zu deren Diagnose verwendeten Tests und Techniken enthalten.
- Gutachten zu medizinisch/psychologischen Problemen müssen die medizinischen/psychologischen Bedürfnisse des Schülers und deren Auswirkungen auf den Lernprozess (schulische Belege) ausführlich beschreiben.
- Jedes Gutachten enthält eine Zusammenfassung oder eine Schlussfolgerung, in denen die erforderlichen Vorkerungen und gegebenenfalls Lehr-/Lernempfehlungen für die Schule enthalten sind.
- Diese Unterlagen sind regelmäßig, spätestens alle zwei Jahre, zu aktualisieren. Bei bleibender und unveränderter Behinderung und wenn die Beratungsgruppe dies entscheidet, sind keine anderen Tests als die üblichen erforderlichen Aktualisierungen erforderlich.
- Für einen Antrag auf sonderpädagogische Vorkerungen für das Europäische Abitur ist ein vollständig aktualisiertes medizinische/psychologisches/psycho-pädagogisches und/oder fachbereichübergreifendes Gutachten vorzulegen. Die Unterlage dürfen nicht älter als zwei Jahre sein, d.h. sie dürfen nicht vor April S3 und nach April S5 datiert sein.
- Nur in unvorhersehbaren und ordnungsgemäß belegten Ausnahmefällen (schwere Krankheit, Unfall, neue Einschreibung usw.) ist ein Antrag auf Gewährung von Sondervorkerungen im Europäischen Abitur auch nach der vorgenannten Frist zulässig. Der Antrag muss zudem sämtliche Unterlagen umfassen, in denen die Gründe des Antrags untermauert werden.
- Zur Vermeidung von möglichen Interessenkonflikten ist der den Schüler diagnostizierende Sachverständige weder an den Europäischen Schulen beschäftigt noch ein Familienmitglied des Schülers.
- Wenn das Gutachten nicht in einer der Vehikularsprachen verfasst wurde, wird es mit einer englischen, französischen oder deutschen Übersetzung eingereicht.

Bei bleibender und unveränderter Behinderung und wenn die Beratungsgruppe dies entscheidet, sind keine anderen Tests als die üblichen erforderlichen Aktualisierungen erforderlich. Für einen Antrag auf sonderpädagogische Vorkerungen für das Europäische Abitur ist ein vollständig aktualisiertes ärztliches/psychologisches/psycho-pädagogisches und/oder fachbereichübergreifendes Gutachten vorzulegen.

• **Annex II (FR)**

Critères pour le rapport médical/psychologique/psychopédagogique/ pluridisciplinaire (Soutien intensif et Dispositions particulières S1-S5 et S6-S7)

- être lisible, rédigé sur papier à en-tête, daté et signé ;
- préciser les titre, nom et références professionnelles du ou des expert(s) ayant mené le bilan et diagnostiqué l'élève ;
- Via le rapport médical/psychologique/psychopédagogique ou pluridisciplinaire, préciser clairement la nature des troubles médicaux et/ou psychologiques de l'élève, ses besoins et les tests ou techniques utilisés pour poser un diagnostic ;
- Le rapport pour les troubles d'apprentissage doit décrire les forces et difficultés de l'élève (évaluation cognitive) et leur impact sur l'apprentissage (éducation basée sur les preuves) ainsi que des tests et techniques utilisés pour poser un diagnostic.
- Le rapport pour les problèmes d'ordre médical/psychologique doit spécifier les besoins médicaux/psychologiques de l'élève ainsi que leur impact sur l'apprentissage (éducation basée sur les preuves) :
- Tous les rapports ont besoin d'un résumé ou d'une conclusion en incluent des indications sur les ajustements nécessaires ainsi que, le cas échéant, des recommandations d'enseignement/apprentissage à proposer à l'école ;
- Le dossier doit être régulièrement mis à jour et ne doit pas dater de plus de deux ans. En cas de handicap permanent et stable et moyennant l'accord du Groupe- conseil de soutien, on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests ;
- En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique/psychopédagogique et/ou pluridisciplinaire complet mis à jour est requis. Le dossier ne doit pas dater de plus de deux ans c'est à-dire qu'il ne doit pas avoir été déposé avant avril de la 3^{ème} secondaire ni après avril de la 5^{ème} secondaire ;
- Dans des circonstances exceptionnelles, imprévisibles et dûment documentées (maladie grave, accident, nouveaux inscrits, etc.) et uniquement dans ces cas, la demande visant à accorder des dispositions particulières pourra être déposée après l'expiration du délai précisé ci-dessus. La demande devra être accompagnée d'un dossier complet précisant les motifs sur lesquels elle repose ;
- Pour éviter tout risque de conflit d'intérêts, l'expert qui évalue un élève ne peut être ni un membre du personnel des Ecoles européennes, ni un proche de l'élève ;
- Accompagner le rapport d'une traduction anglaise, française ou allemande si l'original n'est pas rédigé dans l'une des langues véhiculaires.

En cas de handicap permanent et stable et moyennant l'accord du Groupe-Conseil de soutien, on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests. En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique/psychopédagogique et/ou pluridisciplinaire complet mis à jour est requis.

Annex III: Educational support calendar

| Date | Primary Director | Support Coordinator | Class Teacher | Support Teacher |
|---------------------------|---|---|---|---|
| On a regular basis | | | Work with the support teacher to update learning plans for general, moderate and intensive support. | Work with the class teacher to update learning plans for general, moderate and intensive support |
| July | Attend end of school year class council meetings. | Prepare a preliminary list of pupils for the next school year. | Prepare a list of proposed support students for the next school year, to be included in the class council report. | Attend end of school year class council meetings. |
| September | Assign support teachers. Sign letters informing parents of including students in support programme (drafted by class and support teachers). | Arrange support groups. Coordinate support timetable. Inform parents of child's inclusion in support programme. | Assist support coordinator in Informing parents of inclusion in support programme. | Ass st Support coordinator in informing parents of including students in the Support Programme.. |
| October | | Oversee paperwork and timetable for new pupils, or those identified for support by class teacher. | Suggest (new) pupils that may need educational support. | Liaise with class teacher to specify needs of support for each pupil. |
| February | Sign support reports, prepared by class and support teachers. | Review support groups. Check that support reports are ready. Sign Support reports, prepared by class teacher and Support teacher. | Inform parents of progress of support pupils. Inform parents of new pupils in support or moving out. With support teacher, complete support report. | Meet with subject teacher to discuss support pupils. With class teacher, complete Support report. |
| June | Sign support reports, prepared by class teacher and support teacher. | Check that support reports are ready. Sign support reports, prepared by class teacher and Support teacher. | Inform parents of progress of support pupils. Inform parents of new pupils in support or moving out. With support teacher, complete support report. | Meet with subject teacher to discuss support pupils. With class teacher, complete support report. |



INDIVIDUAL LEARNING PLAN FOR MODERATE SUPPORT

Pupil

| | | | |
|-----------------------------|-----|-------------------|--|
| Name | | Home address | |
| Date of birth | / / | Nationality | |
| Date of entry to the school | / / | Section and class | |
| Parent's name | | Parent's name | |
| Home address | | Home address | |
| Telephone number | | Telephone number | |
| Email address | | Email address | |

Language history

| | |
|--------------------------|--|
| Languages spoken at home | |
| Dominant language | |
| Second language | |
| Section language | |
| Additional information | |

Annex 3: Model template for Individual Learning Plan for Moderate Support



CONFIDENTIAL

| | |
|---|--|
| Diagnosis: | |
| If the medical/ psychological and/or multi-disciplinary report is needed, the date of the last report: | |
| School history (schools attended, repeating a year etc.) 1. 2. 3. | Medical needs (for allergies, diabetes etc.) |



| |
|--|
| <p>Description of the pupil's special needs:</p> |
| <p>Strengths (academic, social/ emotional/ personality/ extra-curricular)</p> |
| <p>Challenges (weaknesses, difficulties)</p> |
| <p>Pupil's interests and learning styles</p> |



SUPPORT

| Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?) | Persons responsible | Methods (What methods are used to reach the objectives?) | Assessment (What tools are used to assess progress?) | Progress Needs more practice (NMP) Nearly achieved (NA) Achieved (A) | | |
|---|---------------------|---|---|---|----------------|---------------|
| 1. | | | | Date NMP / / | Date NA / / | Date A / / |
| 2. | | | | Date NMP / / | Date NA / / | Date A / / |
| 3. | | | | Date NMP / / | Date NA / / | Date A / / |
| 4. | | | | Date NMP / / | Date NA / / | Date A / / |
| 5. | | | | Date NMP / / | Date NA / / | Date A / / |
| 6. | | | | Date NMP / / | Date NA / / | Date A / / |
| 7. | | | | Date NMP / / | Date NA / / | Date A / / |

Annex 3: Model template for Individual Learning Plan for Moderate Support



CONFIDENTIAL

Individual Learning Plan is written by:

Name

Signature

Place

Date



INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

, Director

and

, parent/ legal representative

, parent/ legal representative

Having regard to Articles 1-7 of this Agreement

Having regards to the General Rules of the European Schools

Having regard to the Policy on the Provision of Educational Support in the European
Schools

On the provision of Intensive Educational Support

for , born on

Pupil in year of nursery primary secondary, language section
for the period between and

A new fact or a fact unknown at the time of stipulation may lead to revision of this
Agreement.

Place , Date

Director

Parent/legal representative

Articles of this Agreement:

Article 1: Pursuant to the decisions of the Board of Governors of the European Schools adopted on 3, 4 and 5 December 2012 on the provision of educational support in the European Schools, in accordance with the implementing rules for the admission of pupils with special needs into Intensive Support, the purpose of this Agreement is to define the responsibilities of the contracting parties, the conditions in which the admission into Intensive Support can take place and the Individual Learning Plan to be foreseen.

Intensive support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. Whenever the intervention of an external therapist is needed (essentially speech therapists and psychomotor therapists), the provision is organised on the basis of a tripartite agreement between the School, the parents/guardians and the therapist.

Article 2: With a view to a pupil's admission into Intensive Support, the contracting parties hereby undertake to supply all the information required for proper definition of his/her special needs and of the special measures to be arranged.

Pupils with special needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a mainstream or specially adapted course of study. The School may declare itself incompetent to admit a pupil whose special educational needs are such that it is unable to offer the support required. In that case, the School may refuse admission or continuation of integration into a mainstream school environment.

Article 3: This Agreement determines the type of admission (full or partial) and the Support planned, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

It provides for a certificate, mentioning the subjects where assessment is normal and those subject to appropriate certification.

Article 4: A clause may be added to this Agreement to extend its scope to other aspects of the admission/integration of the pupil concerned, with the explicit agreement of the contracting parties. The Agreement is individual and outcomes will be evaluated and reviewed at the end of the school year or at the end of the period during which the support has been provided. It will be used as a basis for the criteria and the decision on progression and certification at the end of the school year.

Article 5: This Agreement includes the individual learning plan of the pupil in question. The proposal will be drawn up in detail by the teaching and supervisory team of the class concerned.

Article 6: Under this Agreement, the pupil's admission/integration into the school will normally be for the whole of the school year. It must therefore be drawn up at the time of admission, after a possible observation period. If necessary, the Agreement may be adapted during the school year on a proposal from the Support Advisory Group.

Article 7: If an application for admission into Intensive Support is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General must take a decision within one month of the date of reception of the appeal.

In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.



SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: / /

People in attendance:

| Position | Name | Signature |
|------------------------------|------|-----------|
| Parent/legal representative | | |
| Parent/legal representative | | |
| Director or his/her delegate | | |
| Support coordinator | | |
| Class teacher | | |
| Support teacher | | |
| Teacher * | | |
| Teacher * | | |
| Teacher * | | |
| Psychologist | | |
| Support assistant | | |
| Expert * | | |
| Expert * | | |
| Inspector | | |
| Other | | |

*subject or area of expertise



INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

Pupil

| | | | |
|-----------------------------|-----|-------------------|--|
| Name | | Home address | |
| Date of birth | / / | Nationality | |
| Date of entry to the school | / / | Section and class | |
| Parent's name | | Parent's name | |
| Home address | | Home address | |
| Telephone number | | Telephone number | |
| Email address | | Email address | |

Language history

| | |
|--------------------------|--|
| Languages spoken at home | |
| Dominant language | |
| Second language | |
| Section language | |
| Additional information | |

Annex 4: Model template for Individual Learning Plan for Intensive Support



CONFIDENTIAL

| Diagnosis: | | | | |
|--|--------------------------|--------------------------|--|--------------------------------|
| Date of last medical/ psychological and/or multi-disciplinary report: | | | | |
| School history (schools attended, repeating a year etc.) 1. 2. 3. | | | Medical needs (for allergies, diabetes etc.) | |
| Actual Intervention by specialists | IN SCHOOL | OUTSIDE SCHOOL | TIME ALLOCATED | Aim of the Intervention |
| <input type="checkbox"/> Speech/language | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Motor skills | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Physical | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Occupational | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Counselling | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Medical treatments, doctors | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <input type="checkbox"/> Other | <input type="checkbox"/> | <input type="checkbox"/> | | |



| |
|--|
| <p>Description of the pupil's special needs:</p> |
| <p>Strengths (academic, social/ emotional/ personality/ extra-curricular)</p> |
| <p>Challenges (weaknesses, difficulties)</p> |
| <p>Pupil's interests and learning styles</p> |



SUPPORT

| Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?) | Persons responsible | Methods (What methods are used to reach the objectives?) | Assessment (What tools are used to assess progress?) | Progress Needs more practice (NMP) Nearly achieved (NA) Achieved (A) | | |
|---|---------------------|---|---|---|----------------|---------------|
| 1. | | | | Date NMP / / | Date NA / / | Date A / / |
| 2. | | | | Date NMP / / | Date NA / / | Date A / / |
| 3. | | | | Date NMP / / | Date NA / / | Date A / / |
| 4. | | | | Date NMP / / | Date NA / / | Date A / / |
| 5. | | | | Date NMP / / | Date NA / / | Date A / / |
| 6. | | | | Date NMP / / | Date NA / / | Date A / / |
| 7. | | | | Date NMP / / | Date NA / / | Date A / / |

Annex 4: Model template for Individual Learning Plan for Intensive Support



CONFIDENTIAL

Individual Learning Plan is written by:

Name

Signature

Place

Date
